

Inspection of Sirius Academy North

540 Hall Road, Hull, East Yorkshire HU6 9BP

Inspection dates: 10 and 11 December 2024

The quality of education **Requires improvement**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The headteacher of this school is Ian Ravenscroft. This school is part of The Constellation Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cathy Taylor, and overseen by a board of trustees, chaired by Neil Porteus.

What is it like to attend this school?

Leaders and teachers are ambitious that all pupils access a rich set of experiences during their time at school. Staff successfully promote pupils' personal development. The school removes potential barriers to ensure that pupils participate in a wide range of activities, such as cooking, sport and music. Pupils speak passionately about being part of the performing arts showcase.

Most pupils say that they feel safe in school and can talk to an adult about any worries. Many pupils say that bullying is rare and that it is dealt with well by staff if reported.

Until recently, the curriculum has contributed weakly to pupils' progress. Pupils have not achieved well. The school has implemented plans to address this. As a result, pupils are starting to know and remember more of what they have been taught in some subjects. This includes pupils with special educational needs and/or disabilities (SEND) who receive personalised support and are taught well.

The school has prioritised improving attendance and pupil behaviour. Leaders have recently made changes to the behaviour system, and staff and pupils speak highly of these changes. This has resulted in a calm and orderly environment in school. Pupils are starting to attend school more often and persistent absenteeism is reducing rapidly.

What does the school do well and what does it need to do better?

The school continues to design a curriculum that is appropriate for all pupils. Recently, much time has been spent on improving the curriculum. In most subjects, leaders have identified the important knowledge that pupils need to learn. Teachers are beginning to help pupils to practise and recall their prior knowledge and skills more effectively. There are still instances where teachers do not choose the most appropriate activities to deliver the curriculum. Improvements are not embedded in a small number of subjects. This means that some older pupils still have significant gaps in their knowledge. Where the curriculum has been strengthened, such as in English and mathematics, the knowledge and skills that pupils are now acquiring are not fully reflected in the most recent external examination results.

The school is highly inclusive. The broad, and often complex, range of pupils' needs are identified swiftly. Leaders adapt the curriculum where appropriate. For example, pupils on the 'Emerald' pathway receive a carefully considered curriculum that meets their needs. The school prioritises reading, including support for the weakest readers to help them catch up quickly. Staff deliver the phonics programme and other support expertly. These pupils develop their reading confidence, accuracy and fluency so that they are increasingly able to access the full curriculum.

Pupils and staff told inspectors how much behaviour has improved this academic year. Inspectors agree with this view. Disruption to lessons has become less frequent. This means that classrooms are places where pupils can learn. There are still some pupils who

demonstrate challenging behaviour. This academic year, the school has reduced the number of suspensions alongside continuing to improve behaviour.

The school recognise the impact that poor attendance has on the achievement of pupils. Leaders have rightly prioritised improving pupils' attendance. Overall attendance is increasing and there has been a significant reduction in the number of pupils who are persistently absent from school.

There is a well-considered personal development programme in place. Pupils can speak about important issues such as tolerance and respect. Some older pupils are less confident in their knowledge of equality and fundamental British values. Careers advice and guidance is woven through the 'Life' curriculum to ensure pupils are well informed about their next steps. The school offers a vibrant and accessible extra-curricular programme which pupils make good use of. This includes access to clubs in chess, science, gaming and a variety of sports.

Leaders and trustees know the importance of improving pupils' achievement. Improvements in attendance, behaviour and more recently the quality of education demonstrate the impact of leaders' actions. However, there is more work to do. Leaders are ambitious and know what needs to be done. Most staff who work at the school feel happy and well supported. They appreciate the way that leaders consider their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Until recently, the school has not successfully addressed the decline in pupil achievement since the previous inspection. This means that some of the action that the school has taken is new and its impact is not evident. The school's actions must continue to address the root cause of underperformance and ensure that school improvement plans address weaknesses in underperforming subjects.
- Over time, teaching of the curriculum has contributed weakly to the progress that pupils make. Teachers do not consistently choose the most appropriate activities to deliver the curriculum. The school needs to ensure that teachers are well supported to implement strategies that will help pupils to know and remember more of the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138246
Local authority	Kingston Upon Hull City Council
Inspection number	10346441
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1261
Appropriate authority	Board of trustees
Chair of trust	Neil Porteus
CEO of the trust	Cathy Taylor
Headteacher	Ian Ravenscroft
Website	www.siriusacademynorth.org.uk
Dates of previous inspection	26 June 2019, under section 8 of the Education Act 2005

Information about this school

- Sirius Academy North is one of 10 academies in The Constellation Trust.
- The school uses one registered alternative provision.
- The school has a specially resourced provision for pupils with speech, language and communication needs and moderate learning difficulties.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher and senior leaders responsible for safeguarding, behaviour, attendance, personal development, reading and SEND.
- Inspectors met with representatives from the board of trustees and the local academy board.
- Inspectors carried out deep dives in these subjects: mathematics, English, history, technology and creative and performing arts. For each deep dive, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at samples of their work. Inspectors also considered pupils' work in art and physical education.
- The team scrutinised the school's records of bullying and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on external suspensions. Inspectors scrutinised records relating to attendance and records of pupils who have joined or left the school roll.
- Inspectors visited the registered provider of alternative education and spoke to staff and pupils about their experiences.
- Inspectors visited the school's 'Sapphire' provision.
- The inspectors considered responses to Ofsted Parent View, including free-text comments, and Ofsted's staff and pupil surveys. They spoke to staff about their workload and well-being.

Inspection team

Stuart Voyce, lead inspector	Ofsted Inspector
Penny McDermott	Ofsted Inspector
Nicky Crum	Ofsted Inspector
Zoe Comiskey	Ofsted Inspector
Steve Shaw	Ofsted Inspector

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